DOCUMENT RESUME

ED 256 655 SO 016 352

TITLE	Program Descriptions for Art-Music Instructional Materials.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	May 84
NOTE	17p.
AVAILABLE FROM	Bureau of Publications, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00; CA residents add sales tax).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Art Education; Elementary Secondary Education; Instructional Materials; *Music Education; Program Descriptions; State Standards; Textbook Content; *Textbook Selection
IDENTIFIERS	*California; *State Textbook Adoption Policies

ABSTRACT

California state-adopted commercial art and music instructional materials are described to aid state school districts in matching instructional materials with curriculum goals and objectives. Information is provided in three sections. An annotated index gives pertinent information about each program, including title, year of copyright, and grade and readability levels (as designated by the publisher). The second section gives more detailed information on each of the materials--"The Music Book" (Holt, Rinehart and Winston), "Spectrum of Music" (Macmillan), and "Silver Burdett Music"--including a general description, learner goals and objectives, program organization, student materials, methodology, evaluation procedures, teacher materials, implementation requirements, and related materials. The final section is a list of previously adopted programs.(LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED256655

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Program Descriptions for Art—Music Instructional Materials

Publishing Information

Program Descriptions for Art—Music Instructional Materials was published under the direction of the California State Board of Education. The members of the Board at the time this document was published were: Sandra J. Boese, President; David T. Romero, Vice-President; Henry Alder; Josie Gray Bain; Agnes I. Chan; Daniel M. Chernow; Gloria Sun Hom; Angie Papadakis; Kenneth L. Peters; Mark Sedway, student member; and John L. Ward.

This document was compiled by the Office of Curriculum Framework and Textbook Development, was edited and prepared for photo-offset production by the Bureau of Publications, and was published by the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814-4785. It was printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

Copyright 1984, California State Department of Education

Additional copies of this document are available for $2 each, plus sales tax for California residents, from the Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

Ordering Information

This publication contains narrative descriptions only. The companion document, *Price List and Order Form for Art—Music Instructional Materials* contains price information for these programs. As subject areas come up for adoption on the six-year cycle, catalogs will be converted to this dual format.

The following catalogs, price lists, and program descriptions are currently available at the following prices:

Catalog of Instructional Materials in Art, 1983—1985 (1983) $1.85
Catalog of Instructional Materials in Bilingual/Bicultural and ESL, 1983—1985 (1983) $1.85
Catalog of Instructional Materials in English and Dictionaries, 1983—1985 (1983) $1.85
Catalog of Instructional Materials in Foreign Languages, 1983—1985 (1983) $1.85
Catalog of Instructional Materials in Literature, 1983—1985 (1982) $1.85
Catalog of Instructional Materials in Reading, 1983—1985 (1982) $3.50
Catalog of Instructional Materials in Spelling and Handwriting, 1983—1985 (1983) $1.85
Price List and Order Form for Art—Music Instructional Materials, 1985—1987 (1984) $1.85
Price List and Order Form for Bilingual-Bicultural and ESL Instructional Materials, 1985—1987 (1984) $1.85
Price List and Order Form for Foreign Language Materials, 1985—1987 (1984) $1.85
Price List and Order Form for History—Social Science Instructional Materials, 1984—1986 (1983) $1.85
Price List and Order Form for Mathematics, 1984—1986 (1984) $2.50
Price List and Order Form for Science, Health, and Music, 1984—1986 (1984) $2.50
Program Descriptions for Art and Music Instructional Materials (1984) $2.00
Program Descriptions for Bilingual-Bicultural and ESL Instructional Materials (1984) $2.50
Program Descriptions for Foreign Language Instructional Materials (1984) $2.50
Program Descriptions for History—Social Science Instructional Materials (1983) $2.50

Orders for publications should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

A remittance or purhcase order must accompany the order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

Contents

Foreword iv
Preface v
Introduction 1

Annotated Index to the Program Description for State-Adopted Basic Instructional Materials in Art—Music 2

Holt, Rinehart and Winston, *The Music Book* 3

Macmillan Publishing Company, Inc., *Spectrum of Music* 5

Silver Burdett Company, Inc., *Silver Burdett Music* 7

Previously Adopted Basic Instructional Materials in Art—Music 9

Foreword

Improvement of the quality of textbooks and instructional materials is a major mission of the State Department of Education. Textbooks and instructional materials are major determinants of what is taught in the schools, and they play an important role in helping to raise classroom standards. To help school districts select art and music materials, the State Department of Education has incorporated elements of the former *Catalog of Instructional Materials* into the *Program Descriptions for Art—Music Instructional Materials*.

These program descriptions have been developed to provide school districts with information on how well the adopted materials meet the goals set forth in the *Visual and Performing Arts Framework for California Public Schools*. The descriptions should help curriculum specialists, teachers, and administrators match instructional materials to curriculum goals and objectives. In conclusion, I would appreciate hearing from you concerning any suggestions you may have for achieving the mission of improving the textbooks and instructional materials used by our students.

Bill Honig

Superintendent of Public Instruction

Preface

Several changes have been made in adoption and ordering procedures through the years. In 1972 the *Education Code* limited allotments to school districts to no more than $7 per unit of average daily attendance (a.d.a). Currently, districts are allocated approximately $22.07 per unit of a.d.a. In the past the State Board adopted basic and supplementary materials; now only basic programs are adopted, and districts may use up to 20 percent of their allocation for instructional materials to purchase supplementary materials from an extensive list of items that have been reviewed for compliance with certain social content criteria. (Lists of approved materials are available from the State Department of Education. See page ii.) Some school districts have exercised the option provided by a new *Education Code* section to order all instructional materials directly from the publishers. However, each school district must continue to use 80 percent of its allocation to purchase state-adopted materials, such as those described in this guide, unless the district has successfully petitioned the State Board to do otherwise.

In keeping with the changes and in order to assist school districts more effectively with the selection of instructional materials, we are producing two documents. This publication, *Program Descriptions for Art—Music Instructional Materials,* should be used as a guide to selecting instructional materials. Another publication, *Price List and Order Form for Art and Music Instructional Materials,* is to be used as an order form by school districts using the State Department of Education's system and as a guide to correct information about prices for school districts ordering directly from publishers.

We see the selection of instructional materials as an important function involving three actions. First, the district will plan its curriculum objectives and project a schedule for when it wishes to replace materials in each subject-matter area. Second, the district will inventory those materials on hand that will help the district accomplish its curriculum objectives. Third, the district will decide what kinds of materials are needed to satisfy the remainder of its instructional materials needs.

Some districts complete the cited tasks on a districtwide basis; others do so on a school basis. Either way, these actions should be taken before the program descriptions can be useful. By using these as a guide, districts can reduce the number of materials that must be viewed in making their selections.

Teachers, members of the Curriculum Development and Supplemental Materials Commission, and personnel in the offices of county superintendents of schools gave of their time and talent to make this guide available to school districts, and we are grateful for their help. In particular, we want to call attention to the work of Bruce Newlin, who acted as liaison from the commission, and to Berl Erdahl of the Oxnard Elementary School District and Robert Henderson of the San Diego City Unified School District.

We hope that school districts will find these program descriptions helpful in making their selections of instructional materials.

JAMES R. SMITH
Deputy Superintendent for Curriculum and Instructional Leadership

DAVID W. GORDON
Director, Curriculum and Instruction Division

FRANCIE ALEXANDER
Manager Curriculum Framework and Textbook Development

Introduction

California is on a six-year cycle for adopting basic instructional materials for students in kindergarten through grade eight. This year the State Board of Education adopted the programs which are described in this publication, *Program Descriptions for Art—Music Instructional Materials.* These programs were evaluated carefully prior to adoption by instructional materials evaluation panels (IMEPs) made up of teachers, curriculum specialists, and administrators representing the state geographically. The panels worked under the direction of the Curriculum Development and Supplemental Materials Commission. A representative of the commission assisted in the preparation of the program descriptions in order to provide coordination between the statewide adoption process and the local selection process. The programs described will be in adoption for six years (termination date June 30, 1991), and this guide is to be used for the same time period.

This guide includes an annotated index of adopted basic programs, separate descriptions for each basic program, and a list of previously adopted basic programs. The annotated index gives pertinent information about each program, including program title, year of copyright, designated grade levels, and readability levels. The readability information was provided by the publishers, and ranges and averages are used. Individual publishers should be contacted if further clarification is needed. The listing for each program also includes a page number reference to the second part of this guide, where more detailed information about the materials is provided. This information includes a general description and sections on learner goals and objectives, program organization, student materials, methodology, provisions for student evaluation, teacher materials, implementation requirements, and related materials. Not all components to each program described may be listed in the detailed write-up, but as previously indicated, the annotated index contains a complete listing of all items in a program. It is important to note that the analysts who prepared the separate write-ups may recommend different grade levels from those designated by the publishers and included in the annotated index. The third part of this guide is a list of previously adopted programs.

Use of the information in this guide should not be substituted for actual study of the adopted materials. Users are encouraged to examine the materials at one of the 30 instructional materials display centers (IMDCs) throughout the state. A list of the addresses of these centers may be found in the separate instruction packet.

Annotated Index to the Program Descriptions for State-Adopted Basic Instructional Materials in Art—Music

(Adoption Termination Year: 1991)

Publisher, item or program title, and copyright date	*Recommended grade level*	*Kind of material*	*Readability level*	*Page number*
Holt, Rinehart and Winston THE MUSIC BOOK © 1984	K—8	Texts Teachers' editions Records Big Book (Grade one)	Spache scale: 1—not provided 2—1.89 3—2.47 Fry scale: 4—low 4 5—low 4 (mean) 3 (median) 6—Low 6 (mean) 6 (median) 7—7.1 (mean) 7 (median) 8—8 (mean) 9 (median)	3
Macmillan Publishing Company, Inc. SPECTRUM OF MUSIC © 1983, 1980	K—8	Texts Teachers' editions Records Teachers' resource book (K) Big Book (1) Pitch and rhythm charts (1—6) Piano accompaniment (7,8)	Fry scale: 1—1.8 2—2.3 3—3.6 4—3.8 5—4.6 6—4.7 Fry; Dale-Chall scales: 7—6.1 8—6.3	5
Silver Burdett Company, Inc. SILVER BURDETT MUSIC © 1985	K—8	Texts Teachers' editions Records Spirit masters Teachers' resource books Kodály curriculum guides Big books (K,1)	Spache scale: 1—1 2—2 3—2 Dale-Chall scale: 4—4 and below 5—5-6 6—5-6 7—5-6 8—5-6	7

Note: No basic instructional materials in art were adopted by the State Board of Education in 1984.

Publisher	Title	Level
Holt, Rinehart and Winston	**THE MUSIC BOOK (1984)**	**K—8**

General Description

The Music Book is a general music program for kindergarten through grade eight and can be used by either music specialists or general classroom teachers. The program goals include the development of musical skills and literacy, with lesson sequences organized around chronological skill development and behavioral modes. Singing, playing instruments, movement, games, creative activities, related arts, and dramas are supplemental activities that are detailed in the program.

Folk songs from around the world and contemporary songs and listening materials representative of ethnic groups comprise the musical selections. Rounds, canons, descants, and chants are included in texts for appropriate grades.

The materials include hardbound pupil texts for grades one through eight; a jumbo book for grade one; teachers' reference books for kindergarten and grade one; teachers' editions for grades two through six; teachers' annotated editions for grades seven and eight; and recordings for all grades. All songs and listening selections are recorded, with locked grooves separating lessons and songs.

Learners' Goals and Objectives

The Music Book encompasses the goals expressed in the *Visual and Performing Arts Framework for California Public Schools.* Scope and sequence charts and objectives appear in the teachers' editions.

Organization

The books center on concept and skill development. Lessons progress so that students gradually gain understanding in various areas of music—structure, rhythm, melody, harmony, tempo, dynamics, and tone color. An ikonic stage, in which the student sees pictures of the sound (such as dashes of varying lengths to represent rhythmic patterns), is introduced before standard vocabulary and notation are taught.

Review and reinforcement are stressed in each lesson. Further review and reinforcement are provided in the supplementary chapters of Unit II, and these lessons are cross-referenced into the core material.

Textbook/Workbook

The kindergarten book is organized sequentially, progressing from broad-based conceptual experiences to more specific lessons that prepare children for reading music.

For grades one through six, the texts are divided into two large units. Unit I, the core unit, is designed to cover basic skills and concepts if time is limited. Chapters in Unit II cover performing, describing, and creating music, and music for special times. Strategies for involving children who are in mainstream programs are also provided.

Texts for grades seven and eight give students opportunities for further experience in singing, improvising, composing, and playing instruments, in addition to material offered in two core units.

Methodology

The Music Book is based on the generative approach to learning about music. In this approach the student commits himself or herself to learning because of a need to know and then each achievement is generative. Learning leads to more learning.

Provision for Student Evaluation

Black-line masters for written evaluation of skill development are included in the front of each teacher's book in grades one through eight. Forms for reports to parents are also included in books for grades one through five.

Teacher's Guide/Edition

Annotated teachers' editions include informational material (titles, key and starting tone, piano accompaniment, page reference, background material for the teacher, record information) and structured lesson plans. Core lessons are identified by means of a gray band at the page edge. Throughout the series, consideration is given to varying student interests and abilities.

Materials for teachers who use the Orff and Kodály methods include: an article in grades one through six teachers' books; Orff-related activities in the teaching strategies; inclusion of accompaniments for Orff instruments; limited pitch materials; and an approach to sight-singing that is compatible with the Kodály method.

Reproducible black-line masters are in each teacher's book. The masters include materials for evaluations, note-reading practice, instrumental scores, games, and puppets. Each master is cross-referenced to the appropriate lesson plan.

Piano accompaniments appropriate to the style and period of the songs being studied are provided in the back of the grades two through eight teachers' books. Indexes in the back of each teacher's book include a classified index of music, poetry, and activities; a classified index of musical skills; and an alphabetical index.

Related Materials

Two correlations are available from the publisher: an Orff/Kodály correlation and a correlation of Holt Social Studies (a basal elementary social studies program) with *The Music Book*.

Implementation Requirements

Since most classroom teachers are not trained in music education, some in-service training may be necessary.

Publisher	*Title*	*Level*
Macmillan Publishing Company, Inc.	**SPECTRUM OF MUSIC** (1983, 1980)	**K—8**

General Description

The *Spectrum of Music* series is structured to elicit both affective and cognitive responses to music through student involvement and participation. The series contains a kindergarten teachers' resource book, teachers' and pupils' books for grades one through eight, and recordings of all songs and listening selections in books for kindergarten through grade eight.

Learners' Goals and Objectives

The program fosters the development of musical concepts and skills necessary in the growth of creative musicianship, music literacy, and music appreciation. The goals of the *Visual and Performing Arts Framework for California Public Schools* are also addressed.

Organization

Concepts and skills are presented in a structured sequence within each book and from one grade level to the next. A variety of activities, song and listening selections, and a program of visual art which allows students to draw relationships from music to other forms of artistic expression are included.

Spectrum of Music for grades seven and eight is organized in a series of 16 topical units dealing with music and the related arts. Exercises in performing, listening, and creating music are suggested in the units.

Textbook/Workbook

The content of each book for kindergarten through grade six (including *Big Book* for grade one) has four sections, with each section stressing one aspect of music. The first section covers the voice and vocal expressiveness and musical instruments; the second section presents the basic elements of rhythm, melody, harmony, and expression; the third section explores musical forms; and the fourth section stresses the role music plays in people's lives. Lessons provide consistent review and reinforcement of concepts and skills.

Methodology

The *Spectrum of Music* series presents an exposure to all aspects of music through student involvement in a variety of singing, playing, listening, creating, movement, and reading experiences.

Provision for Student Evaluation

Tests in the back of books for kindergarten through grade six test for basic music skills that are stressed throughout the books. A response sheet is included in the teacher's edition. In addition, there are tests, response sheets, and answers for each of the four sections of every book. Tests can be used to evaluate students' comprehension before, during, or after the completion of a section. Basic competency tests are provided for all units in books for grades seven and eight.

Teacher's Guide/Edition

The teacher's annotated editions for grades one through six provide detailed techniques to classroom teachers or music specialists for teaching all the material contained in the *Spectrum of Music*. Each lesson provides a structured six-point teaching strategy alongside the reduced student page. Simple Orff accompaniments, Kodály annotations, and suggestions for related arts, curriculum correlations, and movement are included. Suggestions on how teachers can work individually with students in mainstream programs on

motor, visual, and auditory skills are provided in individual lesson plans throughout the series for kindergarten through grade six.

A section of colored pages in the back of the teacners' editions for kindergarten through grade six contains background information on the instruction of a general music classroom, Kodály and Orff techniques, mainstream programs, a minimum program, and the use of classroom instruments. Books for grades one through six include piano accompaniments, copy masters that reinforce writing and reading skills, and tests. The annotated teachers' editions for the seventh and eighth grade units contain replicas of the student pages plus annotations in red. A guide in the back of each book contains teaching suggestions for the lessons, a glossary, and piano accompaniments.

Related Materials

Instructional materials available are: Orff record correlated to the pitch and rhythm charts; Kodály record correlated to the pitch and rhythm charts; and kits of music center cards (task cards), grades two through six. The student text units for grades seven and eight are available as individual softbound modules, each with its own record album.

Implementation Requirements

Since most classroom teachers are not trained in music education, some in-service training may be necessary.

Publisher	Title	Level
Silver Burdett Company, Inc.	SILVER BURDETT MUSIC (1985)	K—8

General Description

Silver Burdett Music provides a base for teaching music skills and concepts through a variety of activities which involve students in kindergarten through grade eight in many aspects of music—singing, playing, moving, listening, reading, and creating. The kindergarten program consists of a chart book, a teacher's edition, and records. Materials for the other grades include students' books with teachers' editions and records. A chart book for grade one reproduces the pages of the student's book.

Learners' Goals and Objectives

The series is designed to increase the sensitivity of students to the power of music as an art and to develop their abilities to perceive and respond to the art of music. Goals stated in the *Visual and Performing Arts Framework for California Public Schools* are addressed.

Organization

The textbooks are divided into units—single lessons or clusters of lessons that can stand alone or can function as part of the organization of the entire series. Grades one through six texts include social studies indexes for correlation with social studies topics.

Textbook/Workbook

Texts are organized by units that are listed in the table of contents. Texts for grades seven and eight consist of a core section followed by several special interest units. Records are available in separate albums for the core section and for the group of special interest units.

Methodology

Music concepts and skills are taught by having students experience music in a variety of songs and listening selections. Focused-listening activities, designed to develop and refine students' sensitivity to expressive qualities in music, are provided throughout the program.

Provision for Student Evaluation

Lessons use students' responses to music to evaluate their progress. Students are asked to listen to musical selections and to answer recorded questions while the music is being played. Evaluation sheets are provided as black-line masters in the teachers' editions or in separate spirit master booklets.

Teacher's Guide/Edition

In the teachers' editions, lesson plans in outline form are located in the margins around the student pages. Each two-in-one lesson plan is divided into segments to accommodate various teaching situations. A resource bank for each lesson provides practical ideas, including mainstreaming program suggestions, correlations with other subjects, and suggestions for school programs. Teachers' editions and the teachers' resource books contain a variety of activities, including games, movement instruction, instrumental accompaniment, Orff-instrument ostinatos, and music ensembles.

Related Materials

Available materials include: a reading-language arts music skills correlation booklet; Kodály curriculum guides for grades one through six; and Basic Music I, a part of the *Music FUNdamentals* computer courseware series, which includes a program disk, a backup disk, and a courseware guide. The disks and a keyboard overlay, which covers the computer's keyboard, are available for several different computers.

Implementation Requirements

Since most classroom teachers are not trained in music education, some in-service training may be necessary.

Previously Adopted Instructional Materials in Art

The adoption termination year for the programs listed below is 1987. Please refer to the *Price List and Order Form for Art and Music Instructional Materials* for price information.

Addison-Wesley Publishing Company, Inc.
- *ANOTHER LOOK: VISUAL AWARENESS FOR EARLY CHILDHOOD* © 1978 (Grades one through six)
- *BEGINNING ARTIST'S LIBRARY* © 1958—1978 (Grades one through six)

Art Education, Inc.
- *ART APPRECIATION PRINT PROGRAM* © 1981 (Kindergarten through grade eight)
- *ART/DESIGN: COMMUNICATING VISUALLY* © 1978 (Grades seven and eight)
- *ART: OF WONDER AND A WORLD* © 1978 (Grades seven and eight)
- *ART: TEMPO OF TODAY* © 1978 (Grades seven and eight)
- *THE BOOK OF POSTERS* © 1970 (Grades seven and eight)
- *MULTIVISUALS* © 1971 (Grades kindergarten through eight)

W. S. Benson and Company
- *THE CREATIVE EYE* © 1979 (Grades seven and eight)

Bowmar-Noble Publishers, Inc.
- *BOWMAR ART WORLDS* © 1973 (Kindergarten through grade six)

Coronado Publishers, Inc.
- *ART: MEANING, METHOD AND MEDIA* © 1972—1977 (Grades one through eight)

Davis Publications, Inc.
- *ART IN YOUR WORLD* © 1977 (Grade seven)
- *ART: YOUR VISUAL ENVIRONMENT* © 1978 (Grade eight)

Harcourt Brace Jovanovich, Inc.
- *CONTEMPORARY ARTISTS AT WORK SERIES* © 1975—1978 (Grades seven and eight)
- *SELF-EXPRESSION AND CONDUCT/THE HUMANITIES SERIES* © 1974—1979 (Kindergarten through grade six)
- *TIME OUT FOR ART* © 1978 (Grades four through six)

University of California Press
- *AFRICAN ART IN MOTION* © 1979 (Grades five through eight)

Previously Adopted Instructional Materials in Music

The adoption termination year for the programs listed below is 1986. Please refer to the *Price List and Order Form for Art and Music Instructional Materials* for price information.

M. M. Cole Publishing Company
- *AIDS FOR BAND* © 1979 (Grades five through eight)
- *CONCERT BAND METHOD NUMBER ONE BOOKS* © 1977 (Grades five through eight)
- *CONCERT BAND METHOD NUMBER TWO BOOKS* © 1979 (Grades five through eight)
- *DRUM CASSETTE NUMBER ONE* (Grades six through eight)
- *DRUM CASSETTE NUMBER TWO* (Grades seven and eight)
- *FOLK SONG BOOK NUMBER ONE* © 1977 (Grades six through eight)
- *HALL'S FIDDLE BOOK* © 1976 (Grades five through eight)
- *MUSIC FOR YOUNG ORCHESTRAS* © 1976 (Grades six through eight)
- *ON THE STAFF* © 1977 (Grades six through eight)
- *ONE THOUSAND FIDDLE TUNES* © 1977 (Grades five through eight)
- *SELECTED PRELUDES AND FUGUE* © 1976 (Grade six through eight)
- *TYMPANI METHOD* © 1977 (Grades six through eight)

Cypress Publishing Corporation
- *MUSICAL VISIONS OF AMERICA* © 1977 (Grades six through eight)
- *THE MUSIC MAKERS* © 1977 (Grades six through eight)

Learning Tree Filmstrips
THERE'S MUSIC ALL AROUND YOU © 1975 (Kindergarten through grade three)

Pied Piper Productions
SING ME A STORY SERIES © 1974 (Kindergarten through grade three)

Shawnee Press
EAR TRAINING FOR BAND © 1976 (Grades six through eight)
¡HOLA! VAMOS A CANTAR © 1966 (Grades four and five)
SALUT! NOUS ALLONS CHANTER © 1972 (Grades four and five)

Silver Burdett Company
SATELLITES © 1974—1978 (Grades five through eight)

Wide World Music, Inc.
THE SIGHT AND SOUND OF MUSIC © 1972 (Grades three through five)
SING A SONG AT SIGHT © 1978 (Grades six through eight)

83-104 (03-0509) 75955—300 10-84 12M